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ABSTRACT

The effects of family background, academic ability, and educational attainment on men's and women's economic success are estimated. Data were obtained from a new sampling of men and women originally surveyed by Project Talent in 1960. After eliminating some members of the basic sample, the authors obtained a complete data sample of 772 men and 398 women. Questionnaires were used to survey the participants. Results suggest that men do not differ much from women in the attainment of occupational status, with the exception of men yielding greater returns to academic ability. The occupational status of these 28-year-old men and women is largely dependent on their educational attainment. In contrast, women in this sample earn significantly less than equally qualified men. Women receive somewhat greater economic returns from ability, education, and occupational status than do men; however, men benefit more than do women from increasing work experience. A substantial portion of the earnings differential appears to be due to a premium associated with being male. Limitations of the study include underrepresentation of poorly educated persons and individuals with very low academic ability, and the relatively young age of all participants. Four tables provide comparative statistical data for men and women. (Author/AV)

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Estimates of the Determinants of Men's and Women's Economic Success

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Introduction

The widespread concern with sexual inequalities in economic success has stimulated study of the determinants of status attainment by men and women. Male-female differences in the effects of social origin, ability, and education on occupational attainment appear to be small, with schooling having the largest effects on occupational status for both sexes (e.g., Featherman and Hauser, 1975). The process of earnings attainment is, however, apparently quite different for males and females. Men appear to earn more for their human resources than do women. That is, women earn less than do men with similar characteristics (Treiman and Terrell, 1975). In this paper, we present estimates of the effects of family background, academic ability, and educational attainment on working men's and women's socio-economic success. Until recently, these measures have not all been available in the same sample of men and women. Our estimates therefore extend the results of other investigators (e.g., Treiman and Terrell, 1975).

The data come from a new sampling of men and women originally surveyed by Project Talent in 1960. In 1960, Project Talent administered a battery of tests and questionnaires to over 400,000 students representing a stratified random sample of high school students in the United States. 92,292 of these students were in the eleventh grade in 1960. Follow-up questionnaires were sent to these individuals in 1972, eleven years after they were to have graduated from high school. About 25 percent (22,968) of these individuals responded. Talent also did an intensive follow-up of a 3.57 percent

sample of the non-respondents and obtained a response rate of 83 percent for these non-respondents. Our basic sample consists of these successfully contacted non-respondents (N=2078) plus a random 3.61 percent of the individuals who returned the questionnaires initially (N=828). Of these 2906 persons, 1427 were male and 1479 were female.

The major sample restrictions are that all respondents have had at least eleven years of education and were only 28 years old at the time their occupations and earnings were obtained. Thus poorly educated persons are underrepresented, as are individuals with very low academic ability. Because the individuals were only 28 years old when the data were last collected, the variance in their earnings is restricted in comparison with older samples.

For this study, we eliminated military personnel, individuals who reported being in school over half time in 1972, and persons with zero or negative earnings. Our analyses were based on a sample having complete data on all variables except Mother's Occupation and Family Income. Elimination of cases for missing data on these variables would have further reduced sample size. Our complete data sample consisted of 772 men and 398 women.

Variables

Our variables were defined as follows. Family background was assessed using eight variables: (1 and 2) Mother's and Father's Education (both coded in years), (3 and 4) Mother's and Father's

Occupation (both scaled according to Duncan's Socioeconomic Index), (5) Number of Siblings, (6) Family Income (in 1960 dollars), and (7 and 8) Absence of Male Head of Family and Female Head of Family (coded 0 if head was present, 1 if head was absent). (9) Academic Ability consisted of the weighted sum of a student's scores on tests of vocabulary, English, reading comprehension, creativity, abstract reasoning, and mathematics. The composite was standardized to a mean of 100 and standard deviation of 15. (10) Years of Education was determined in the twelve year follow-up and was coded in years. (11) Occupation was also determined in 1972 and was coded in Duncan scores. As a control for part-time employment, current labor force participation was assessed with (12) Hours Worked Per Year in 1972. (13) Work Experience as of 1972 was coded in years and (14) Annual Earnings was measured in 1972 dollars.

Results

The means and standard deviations for all variables in Table 1 indicate that men and women are quite similar with respect to most variables. Men have slightly more education, work experience, and occupational status, on the average, than do females, but the major differences exist in labor force participation and annual earnings. On the average, women have 84 percent of the work experience of men (the women have roughly 7 ½ years of work experience to the men's 9 years), they work approximately 75 percent the amount of time that

men do (33 hours per week as compared with 44 hours per week), and they earn 51 percent the amount that men earn annually ($6,000 annually as opposed to $12,000). These male-female differentials are somewhat smaller than Treiman and Terrell (1975) report and are probably due to the younger age of Talent men and women.

Table 2 shows that correlations with occupation are often higher for males. Correlations with earnings, however, are usually higher for females.

Occupation. Family background explains 11.8 percent and 13.6 percent of the variance in men's and women's occupational attainments (Table 3, Equation 1). Occupational inequality arising from family origin thus does not differ greatly for men and women. Featherman and Hauser (1975) and Treiman and Terrell (1975) report similar findings.

Sex modeling effects are suggested by Equation 1. The coefficients for Father's Education and Father's Occupation are significant in the male, but not the female equation. The coefficients for Mother's Education, Mother's Occupation, and Female Head Absent are significant in the female, but not male equation.

Academic Ability appears to have larger effects on men's occupational status than on women's occupational status but the difference is not large. After controlling for family background, a 15 point increase in test score is associated with about a 10 point gain in occupational status for men and a 6 point gain in status for women. The male advantage with respect to returns to

ability is somewhat greater after education is controlled (Equation 3). Indeed, the test score coefficient is not significant in the female's equation after controlling for education. Men who are unable to convert their academic ability into more education, therefore, derive somewhat more occupational advantage from higher test scores than do women. This may partly be because they occupy jobs for which ability is thought to be more essential.

Education appears to have somewhat larger effects on occupational status for men than for women (Equation 4), but the difference decreases after Academic Ability is controlled (Equation 3). It reverses slightly for the standardized coefficient. As is usually the case, additional schooling boosts occupational attainment even for individuals who do not differ in background and ability. This is apparently as true for women as it is for men. The occupational return for each year of education above the eleventh grade is approximately 5 Duncan points for both men and women.

In summary, academic ability and education have somewhat stronger effects for men. Mother's Education and Occupation also have significant direct effects on women's status, with the impact of father's characteristics on men's status being mediated almost entirely through test scores and educational attainment. This suggests that mothers may have continuing effects on their daughter's status even after daughters leave school, whereas fathers may have less such effects. But in general, these occupation differences are not large. Our results thus confirm that attainment of occupational status

appears to be quite similar for men and women.

Earnings. Table 4 shows regressions of annual earnings on men's and women's other traits. Women's earnings depend more on measured family characteristics than do those of men (Equation 1), but the overall effects of background are small in both cases. The small R^2s for men and women are almost certainly due to the educational restrictions of the Talent sample.

Academic ability appears to have larger effects on women's earnings, once background is controlled (Equation 2), and this advantage persists even after education (Equation 3) and occupational attainment (Equation 4) are controlled. Thus, in spite of the smaller occupational returns to women's ability, once they enter a job their ability affects earnings more than does men's ability. After controlling for differences in background, educational and occupational attainment, a 15 point test score advantage yields women an estimated $311 annually to men's $37 annually.

Schooling has larger effects than ability on the earnings of both men and women. The earnings returns to women's educational attainment, however, are greater than those of men. After controlling for differences in background and ability, an additional year of education is associated with a $621 increase in women's earnings and a $336 increase in men's earnings. The female advantage persists even after occupational attainment is controlled (Equation 4) and after labor force participation is controlled (Equations 5 and 6). Men's returns to schooling increase dramatically, however, after differences in work experience are controlled since

for men there exists a strong negative relationship between educational attainment and amount of work experience. The returns to schooling increase for women also after labor force participation is controlled. When all variables are in the equation, an additional year of education increases annual earnings an estimated $426 for women and $370 for men.

Women in this sample earn approximately 51 percent the amount that men earn. Almost $1600 of this earnings gap is due to the fact that women work part-time to a greater degree than do men. However, if women were identical to men with respect to their traits (that is, if we substitute the men's means into the women's earnings Equation 6), women's earnings would only rise by about $2173 to 69 percent of men's annual earnings. Therefore, 37 percent of the wage differential is due to differences in men's and women's traits. If one could give women the same economic returns to their actual traits as men receive (by substituting women's means into men's earnings Equation 6), women's earnings would increase to 81 percent of men's earnings.

Employers seem willing to pay a premium for males even after other important worker characteristics are controlled. This could be in anticipation of women's interrupted labor force participation due to child rearing and resulting deterioration of skills (Mincer and Polachek, 1974), because of women's willingness to work for lower wages, for reasons of taste, or from discrimination. We cannot tell.

Conclusion

On the basis of our rudimentary models of socioeconomic status attainment, we conclude that the level and process of occupational status attainment are much the same for men and women in our sample. Consistent with Featherman and Hauser's (1975) findings and those of Treiman and Terrell (1975), our results indicate that the occupational status of 28 year old men and women is largely dependent on their educational attainment.

In contrast, women in our sample earn significantly less than equally qualified men and their earnings are more closely tied to family background, ability, education, occupational status, and labor force participation. Women derive somewhat greater economic returns from ability, education, and occupational status than do men; however, men benefit more than women from increasing work experience. A substantial portion of the earnings differential appears to be due to a premium associated with being male.

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Table 1: Means and Standard Deviations for All Non-Institutional Civilian Males and Females in Talent Survey in 1972 with Complete Data on Variables, Positive Earnings, and Not in School Over Half Time. (Males N = 772, Females N = 398)

	Men (N=772)		Women (N=398)	
	Means	SD	Means	SD
Father's Educ.	11.3497	3.5311	11.1231	3.7170
Mother's Educ.	11.5687	2.6380	11.3920	3.0441
Father's Occup.	35.6904	22.7306	34.4196	22.7701
Mother's Occup.	36.1074	21.4105	41.1871	23.9212
Siblings	3.6295	2.0926	3.7111	2.2567
Male Head Absent	.0661	.2486	.0452	.2081
Female Head Absent	.0311	.1737	.0302	.1712
Family Income	8719.7898	4979.8130	8028.2805	45[illegible]2.9028
Test Scores	103.1468	14.9169	104.1472	13.7375
Years of Educ.	14.4417	2.4459	13.6935	2.1684
Occupation	51.7383	23.9177	49.9925	19.1910
Hours Worked/Year	2271.3951	565.8525	1702.5503	694.7135
Work Experience	8.7215	2.4333	7.3141	2.7341
Annual Earnings	12107.4326	7593.8979	6163.7789	3970.3444

Table 2: Correlations Among Variables for All Non-Institutionalized Civilian Males and Females in Talent Survey in 1972 with Complete Data on Variables, Positive Earnings, and Not in School Over Half Time. (Males N=772, Females N=398) Males Correlations in Upper Diagonal, Females in Lower Diagonal.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Father's Education		.532	.505	.367	-.121	-.040	-.107	.291	.296	.352	.271	-.039	-.263	.087
2. Mother's Education	.504		.372	.435	-.248	-.032	-.107	.297	.290	.276	.225	-.033	-.190	.066
3. Father's Occup.	.532	.454		.423	-.178	-.015	-.052	.359	.346	.360	.271	.004	-.298	.120
4. Mother's Occup.	.398	.593	.483		-.020	-.041	-.068	.297	.249	.281	.182	.023	-.212	.051
5. Siblings	-.173	-.166	-.216	-.254		.017	.032	-.110	-.213	-.194	-.152	.011	.187	-.056
6. Male Head Absent	.117	.004	.040	-.044	.135		.433	-.119	-.130	-.086	-.064	-.007	.106	-.030
7. Female Head Absent	.018	-.042	-.079	-.094	.153	.598		-.068	-.173	-.130	-.100	-.002	.103	-.024
8. Family Income	.257	.267	.252	.350	-.071	-.029	-.038		.122	.235	.162	-.007	-.254	.059
9. Test Scores	.358	.340	.338	.206	-.241	-.091	-.234	.114		.556	.476	-.044	-.409	.108
10. Years of Education	.369	.407	.364	.339	-.186	.003	-.077	.173	.527		.639	-.045	-.703	.148
11. Occupation	.200	.301	.221	.141	-.151	-.044	-.139	.146	.375	.587		-.063	-.464	.150
12. Hours Worked/Year	-.058	.012	.020	.119	.052	.036	.003	.021	-.023	.045	.069		.098	.200
13. Work Experience	-.088	-.074	-.074	-.041	.027	-.060	-.036	-.062	-.065	-.200	-.075	.435		-.055
14. Annual Earnings	.195	.190	.174	.172	-.046	.037	.000	.069	.259	.395	.374	.544	.251	

Table 3: Regression of Occupation on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 With Positive Earnings, Not in School Over Half Time and Having Complete Data on Variables. (Males N = 722, Females N = 398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

	r		Equation 1				Equation 2			
			B (S.E.)		Beta		B (S.E.)		Beta	
	M	F	M	F	M	F	M	F	M	F
Father's Education	.271	.200	.91803 (.29741)	.11399 (.31124)	.136**	.022	.66240 (.27475)	-.16635 (.30615)	.098*	-.032
Mother's Education	.225	.301	.41862 (.39626)	1.84638 (.39824)	.046	.293**	.07371 (.36610)	1.47389 (.39220)	.008	.234**
Father's Occupation	.271	.221	.14555 (.04482)	.08055 (.05078)	.138**	.096	.04968 (.04208)	.04642 (.04961)	.047	.055
Mother's Occupation	.182	.141	.04264 (.04523)	-.12085 (.05106)	.038	-.151*	.00178 (.04180)	-.09325 (.04973)	.002	-.116
Siblings	-.152	-.151	-1.06885 (.40766)	-.80072 (.42272)	-.094**	-.094	-.40694 (.37963)	-.47254 (.41414)	-.036	-.056
Male Head Absent	-.064	-.044	-2.38469 (3.65404)	3.76848 (5.50930)	-.025	.041	.68142 (3.37514)	3.10327 (5.33570)	.007	.034
Female Head Absent	-.100	-.139	-7.55778 (5.23077)	-15.74198 (6.66209)	-.055	-.140*	-1.72303 (4.84262)	-8.89995 (6.58350)	-.013	-.079
Family Income	.162	.146	.00015 (.00018)	.00034 (.00022)	.031	.080	.00029 (.00017)	.00035 (.00021)	.060	.082
Test Scores	.476	.375					.65959 (.05621)	.38253 (.07367)	.411**	.274**
Years of Education	.639	.587								
Constant			32.71488	30.44447			-27.51529	-3.44674		
R^2			.118	.136			.253	.192		
S.D. of Residuals			22.58034	18.02014			20.79426	17.44728		

*p < .05

**p < .01

Table 3: Regression of Occupation on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 With Positive Earnings, Not in School Over Half Time and Having Complete Data On Variables. (Males N = 722, Females N = 398)

Standardized (Beta) and Unstandardized (b) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

	Equation 3				Equation 4			
	B (S.E.)		Beta		B (S.E.)		Beta	
	M	F	M	F	M	F	M	F
Father's Education	.17171 (.24196)	-.34295 (.26846)	.025	-.066	.18368 (.24559)	-.310 (.26592)	.027	-.060
Mother's Education	.22467 (.31977)	1.02144 (.34579)	.025	.162**	.35874 (.32340)	1.05819 (.34337)	.040	.168**
Father's Occupation	.01107 (.03682)	.01363 (.04353)	.011	.016	.03665 (.03700)	.01730 (.04333)	.035	.021
Mother's Occupation	-.04070 (.03660)	-.14085 (.04374)	.036	-.176**	-.03357 (.03712)	-.14636 (.04332)	-.030	-.182**
Siblings	-.01898 (.33238)	-.39522 (.36257)	-.002	-.046	-.17799 (.33579)	-.43865 (.35937)	-.016	-.052
Male Head Absent	.47857 (2.94668)	2.22359 (4.67116)	.005	.024	-.54805 (2.98354)	2.28674 (4.66965)	-.006	.025
Female Head Absent	.11789 (4.22949)	-10.96058 (5.76578)	.001	-.098	-1.51962 (4.27995)	-11.99214 (5.65299)	-.011	-.107*
Family Income	.00004 (.00015)	.00030 (.00018)	.009	.071	-.00004 (.00015)	.00030 (.00018)	-.008	.071*
Test Scores	.27089 (.05515)	.06464 (.07074)	.169**	.046				
Years of Education	5.21961 (.33782)	4.83704 (.44267)	.534**	.547**	5.97666 (.30515)	5.00339 (.40342)	.611**	.565**
Constant	-55.39742	-26.19593			-39.85264	-22.21958		
R^2	.431	.383			.413	.381		
S. D. of Residuals	18.15432	15.27202			18.42781	15.26878		

*p < .05
**p < .01

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 1

	r		B (S.E.)		Beta	
	M	F	M	F	M	F
Father's Education	.087	.195	66.40206 (99.67393)	108.46329 (67.32318)	.031	.102
Mother's Education	.066	.190	13.80730 (132.80226)	103.48747 (86.14147)	.005	.079
Father's Occupation	.120	.174	31.89074 (15.02242)	9.96965 (10.98478)	.095*	.057
Mother's Occupation	.051	.172	-2.64314 (15.15937)	10.79867 (11.04546)	-.007	.065
Siblings	-.056	-.046	-116.73234 (136.62346)	17.96660 (91.43737)	-.032	.010
Male Head Absent	-.030	.037	-728.11225 (1224.61786)	509.66090 (1191.68833)	-.024	.027
Female Head Absent	-.024	.000	-173.68667 (1753.04552)	-128.72442 (1441.04181)	-.004	-.006
Family Income	.059	.069	.01527 (.06067)	-.01236 (.14664)	.010	-.014
Test Scores	.108	.259				
Years of Education	.148	.395				
Occupation	.150	.374				
Hours Worked/Year	.200	.544				
Work Experience	-.055	.251				
Constant			10495.38397	3003.89014		
R^2			.017	.056		
S.D. of Residuals			7567.59307	3897.84417		

* $p < .05$
** $p < .01$

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 2

	B (S.E.)		Beta	
	M	F	M	F
Father's Education	52.88155 (99.86343)	61.00130 (67.10636)	.025	.057
Mother's Education	-4.43514 (133.06541)	40.42719 (85.96848)	-.002	.031
Father's Occupation	26.82006 (15.29454)	4.19151 (10.87366)	.080	.024
Mother's Occupation	-4.80405 (15.19317)	15.47130 (10.89978)	-.014	.093
Siblings	-81.72341 (137.98393)	73.52599 (90.77772)	-.023	.042
Male Head Absent	-565.94478 (1226.76497)	397.04330 (1169.57084)	-.019	.021
Female Head Absent	134.91469 (1760.15169)	1029.61055 (1443.08655)	.003	.044
Family Income	.02253 (.06074)	-.01117 (.04576)	.015	-.013
Test Scores	34.88571 (20.43020)	64.76200 (16.14785)	.069	.224**
Years of Education				
Occupation				
Hours Worked/Year				
Work Experience				
Constant	7309.79226	-2733.79300		
R^2	.021	.093		
S.D. of Residuals	7558.11052	3824.39826		

* p <.05
**p <.01

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 3

	(B) (S.E.)		Beta	
	M	F	M	F
Father's Education	21.27335 (100.42232)	38.32066 (64.53338)	.010	.036
Mother's Education	5.28894 (132.71449)	-17.67987 (83.12042)	.002	-.014
Father's Occupation	24.33334 (15.28240)	-.01995 (10.46268)	.073	-.000
Mother's Occupation	-7.54072 (15.18896)	9.35819 (10.51512)	-.021	.056
Siblings	-56.73252 (137.94998)	83.45559 (87.15540)	.016	.047
Male Head Absent	-579.01139 (1222.97067)	284.06676 (1122.85425)	-.019	.015
Female Head Absent	253.11382 (1755.38237)	764.96798 (1385.98057)	.006	.033
Family Income	.00685 (.06090)	-.01687 (.04394)	.004	-.019
Test Scores	9.84765 (22.88708)	23.93596 (17.00503)	.019	.083
Years of Education	336.22777 (140.20690)	621.21275 (106.40833)	.108*	.339**
Occupation				
Hours Worked/Year				
Work Experience				
Constant	5513.72909	-5655.43265		
R^2	.028	.167		
S.D. of Residuals	7534.65905	3671.09362		

* $p < .05$
** $p < .01$

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 4

	(B) (S.E.)		Beta	
	M	F	M	F
Father's Education	16.60940 (100.30612)	55.35141 (63.35621)	.008	.052
Mother's Education	-.81336 (132.56006)	-68.40370 (82.34563)	.000	-.052
Father's Occupation	24.03258 (15.26058)	-.69690 (10.25154)	.072	-.004
Mother's Occupation	-6.43523 (15.17869)	16.35249 (10.43868)	-.018	.099
Siblings	-56.21701 (137.74509)	103.08200 (85.51672)	-.015	.059
Male Head Absent	-592.01001 (1221.17274)	173.64586 (1100.37702)	-.019	.009
Female Head Absent	250.07465 (1752.77216)	1309.25827 (1364.16342)	.006	.056
Family Income	.00569 (.06082)	-.03189 (.04320)	.004	-.036
Test Scores	2.48984 (23.21255)	20.72577 (16.67772)	.005	.072
Years of Education	194.45716 (160.46180)	381.01061 (119.24995)	.063	.208**
Occupation	27.16115 (15.02259)	49.65891 (11.97111)	.086	.240**
Hours Worked/Year				
Work Experience				
Constant	7018.38696	-4354.57140		
R^2	.032	.202		
S.D. of Residuals	7523.45172	3596.55308		

* p <.05
**p <.01

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey, in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 5

	B (S.E.)		Beta	
	M	F	M	F
Father's Education	33.67690 (98.10762)	121.88592 (51.74477)	.016	.114*
Mother's Education	17.62895 (129.63661)	-17.60862 (67.07028)	.006	-.014
Father's Occupation	21.42858 (14.92613)	-1.56755 (8.33801)	.064	-.009
Mother's Occupation	-10.32033 (14.85386)	-3.03427 (8.60075)	-.029	-.018
Siblings	-49.71798 (134.67387)	26.07171 (69.76685)	-.014	.015
Male Head Absent	-522.40698 (1193.96269)	-431.11003 (895.98698)	-.017	-.023
Female Head Absent	335.30993 (1713.69512)	1514.24447 (1109.59645)	.008	.065
Family Income	.00748 (.05946)	-.02482 (.03514)	.005	-.028
Test Scores	5.28152 (22.69902)	24.45248 (13.56689)	.010	.085
Years of Education	199.33300 (156.88112)	370.23421 (96.99135)	.064	.202**
Occupation	30.51605 (14.69777)	38.73902 (9.76714)	.096*	.187**
Hours Worked/Year	2.82516 (.47014)	3.04872 (.21637)	.211*	.533**
Work Experience				
Constant	-150.94271	-9479.90244		
R^2	.076	.474		
S.D. of Residuals	7355.46877	2925.14770		

*p < .05
**p < .01

Table 4: Regression of Annual Earnings on Characteristics of Civilian, Non-Institutionalized Males and Females in Talent Survey, in 1972 with Positive Earnings, Not in School Over Half Time, and Having Complete Data on Variables. (Males N=772, Females N=398)

Standardized (Beta) and Unstandardized (B) Regression Coefficients (and Standard Errors) for Males (M) and Females (F)

Equation 6

	B (S.E.)		Beta	
	M	F	M	F
Father's Education	33.80010 (97.98706)	117.27678 (51.35940)	.016	.110*
Mother's Education	4.52152 (129.70830)	-19.97096 (66.53951)	.002	-.015
Father's Occupation	22.31073 (14.91688)	-1.24909 (8.27215)	.067	-.007
Mother's Occupation	-10.14691 (14.83595)	-2.39261 (8.53528)	-.029	-.014
Siblings	-65.56419 (134.83327)	30.80828 (69.23111)	-.018	.018
Male Head Absent	-623.27665 (1193.98116)	-271.73352 (890.79186)	-.020	-.014
Female Head Absent	358.03741 (1711.64143)	1511.51539 (1100.72004)	.008	.065
Family Income	.01897 (.05977)	-.02101 (.03489)	.012	-.024
Test Scores	5.92339 (22.67428)	22.37829 (13.48043)	.012	.077
Years of Education	370.00836 (186.28986)	425.78341 (98.40689)	.119*	.233**
Occupation	30.93597 (14.68180)	38.24301 (9.69075)	.097*	.185**
Hours Worked/Year	2.74797 (.47177)	2.75045 (.24159)	.205**	.481**
Work Experience	263.96180 (155.83348)	165.52277 (61.53819)	.085	.114**
Constant	-4754.76964	-10717.04204		
R^2	.080	.483		
S.D. of Residuals	7346.42826	2901.74623		

*p < .05
**p < .01